



Curriculum – MFL: French

National Curriculum Knowledge and Skills

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Features

At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:

Speaking and listening, grammar, vocabulary, reading and writing

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣
present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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Learn French with Luc et Sophie has been written to ensure coverage of the National Curriculum for England Programmes of Study for Foreign Languages. The lower key stage 2 chart below shows what most children should be able to do by the end of Year 4 (and the end of the **1ère Partie**).

Programme of study	By the end of 1ère Partie, pupils should be able to:
Pupils should be taught to:	
listen attentively to spoken language and show understanding by joining in and responding	repeat words modelled by the teacher or on the audio CD; listen and show understanding of words and short sentences/phrases
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	join in with the words of 14 simple songs; be able to identify words and phrases in the songs and give their meaning
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	ask and answer simple questions regarding: their name, how old they are, how they are feeling, what animals they have, likes and dislikes, when their birthday is
speak in sentences, using familiar vocabulary, phrases and basic language structures	use familiar language to create their own sentences, modelled on those in the storybooks
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	pronounce familiar words and phrases correctly, paying particular attention to sounds that are pronounced differently in French to English
present ideas and information to a range of audiences	make simple statements about themselves, objects and other people
read carefully to show understanding of words, phrases and simple writing	demonstrate understanding of words and phrases through role plays and by acting out mini-scripts, based on the storybooks
appreciate stories, songs, poems and rhymes in the language	read and appreciate the stories in the 14 storybooks; join in with the words for 14 simple songs
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	use context (illustrations/cognates/sentence structure) to predict the meaning of new words
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	write simple phrases from memory with understandable accuracy
describe people, places and things and actions orally and in writing	using the language in the storybooks as a scaffold, write and say simple phrases describing people, places and things
understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are similar to English.	know the 1st, 2nd and 3rd person singular pronouns; know the masculine and feminine indefinite articles and use correctly; know that most adjectives appear after the noun; understand that adjectives must agree with the noun they describe; know how to make the plural form of nouns (and that some plurals are irregular); use the correct form of <i>être</i> , <i>avoir</i> and some regular 'er' verbs in the present tense with 1st, 2nd and 3rd person pronouns; understand that possessive pronouns need to agree with the noun they are describing; construct simple sentences; know that apostrophes are used before words starting with a vowel to indicate elision; know that apostrophes are not used to show possession.

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Programme of study	By the end of 2ème Partie, pupils should be able to:
Pupils should be taught to:	
listen attentively to spoken language and show understanding by joining in and responding	listen and show understanding of more complex sentences containing familiar words and be able to work out the meaning of unfamiliar words shown in context
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	listen to and read the text of raps and songs and identify patterns of language and link sounds to spelling
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	engage in conversations, using familiar questions and answers; express opinions using <i>aimer</i> , <i>détester</i> and <i>adorer</i> and ask others' opinions. Use <i>je peux ?</i> to ask for help.
speak in sentences, using familiar vocabulary, phrases and basic language structures	manipulate language to create and say own sentences using familiar language
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	pronounce familiar words and phrases correctly. Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules
present ideas and information to a range of audiences	present to others own ideas and information on familiar topics, using sentences with <i>parce que</i> to give a reason why
read carefully to show understanding of words, phrases and simple writing	read and show understanding of the 14 storybooks and other short passages of text using familiar language
appreciate stories, songs, poems and rhymes in the language	follow the text of the 14 storybooks and read aloud; follow, understand and relate to song lyrics; read and understand the gist of an unfamiliar text using familiar language
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	build vocabulary as pupils progress through the storybooks; learn to gain the gist of texts and use a bi-lingual dictionary to find the meaning of words in written material and understand their meaning in context
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	write familiar complex sentences from memory, changing words to create new sentences with understandable accuracy
describe people, places and things and actions orally and in writing	write and say a complex sentence, manipulating familiar language to describe people, places, things and actions (using a bi-lingual dictionary when necessary)
understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are similar to English.	demonstrate the use, in sentences, of the knowledge of grammar already learned: word classes, gender of nouns, indefinite article, plural of nouns, 1st, 2nd and 3rd person pronouns with regular and high frequency verbs in present tense (including <i>avoir</i> , <i>être</i> , <i>aller</i> , <i>faire</i> and <i>pouvoir</i>); the position and agreement of adjectives; negatives; the definite article; possessive pronouns (<i>ma</i> , <i>mon</i> , <i>mes</i> , <i>ta</i> , <i>ton</i> , <i>tes</i> , <i>sa</i> , <i>son</i> , <i>ses</i>); immediate future tense and the construction of simple and complex sentences. Understand that most verbs are regular, but some are irregular. Notice and understand the differences from and similarities to English

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St Nicholas FRENCH Experience

At St Nicholas we are lucky to have a very experienced LSA who is fluent in and can teach French, English and German. She teaches all year groups, ensuring consistency of delivery alongside a strong knowledge of the schemes knowledge and progression.

Although the National Curriculum does not include KS1, at St Nicholas, pupils from Year 1 and 2 are involved in French lessons in the form of songs, games and age appropriate activities.

Our scheme is very child friendly and makes learning French fun. There are 14 units in part 1: **Learn French with Luc et Sophie, 1ère Partie** and 14 units in part 2: **Learn French with Luc et Sophie, 2ème Partie**.

Each unit is based around a story featuring a young brother (Luc) and sister (Sophie) and their friends and family.

The topic-based stories are written in simple sentences and introduce key vocabulary and language structures.

Every year we have a French Day which has a particular focus on French culture, sport and famous French landmarks. We have a special French assembly and then pupils in both KS1 and 2 experience a carousel of French activities in different classes. In the hall during lunch time, pupils listen to French Music and the food menu is available in French.

Our scheme is taught through a series of stories, at St Nicholas, the pupils have access to the stories they learn in their French lessons in their book corners, allowing pupils to revisit the books and practise the French again in their own time.

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